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What's Your Story?

Language

Including:

Initial Reading Assessment
Exploring the Literary Elements
Exploring Character
Exploring Setting
Exploring Point of View
Let's Take a Walk in Their Shoes
Historical Talk
Story Map
First-Person Narrative

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An Integrated Unit for Grade 6

Written by:

Shelly Wasmund, Donna Cox (Project Leader)

Length of Unit: approximately: 12 hours

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What's Your Story?

Language An Integrated Unit for Grade 6

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The Arts, Grades 1-8

Health & Physical Education, Grades 1-8

Language, Grades 1-8

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The Ministry of Education, Curriculum and Assessment Policy Branch

An Integrated Unit for Grade 6
Written by:

Shelly Wasmund, Donna Cox (Project Leader)

Renfrew County District School Board

Based on a unit by:
Shelly Wasmund, Donna Cox (Project Leader)

Renfrew County District School Board

This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

What's Your Story?
Language An Integrated Unit for Grade 6

Task Context

In this unit, students use the steps of the writing process to produce a first-person narrative based on a historical figure or a prominent Canadian who has had an impact on our society. Students learn about the feelings and motives of others and demonstrate their understanding by writing narratives.

Task Summary

Throughout this unit, students learn the framework used to analyse a short story. These short-story elements include: setting and character development, rising action, climax, falling action, and resolution. After exploring the basic elements that characterize all good stories, students have a better understanding of the characteristics that make a good narrative. Students then use this knowledge to write their own first-person narratives, based on a historical figure or a Canadian who has made outstanding contributions to the global community. After drafting their narratives, students use a combination of peer and self- revising and editing checks to publish a quality narrative.

Culminating Task Assessment

Through various media, students encounter real-life people from both the past and present whose exploits, achievements, and contributions have a global significance. Students draft, revise, edit, and publish a first-person narrative in which they take on the persona of a historical figure or outstanding Canadian contributor. The subject chosen is directly linked to the Science and Technology unit: Properties of Air and Characteristics of Flight or the Social Studies units: Canada and Its Trading Partners, Aboriginal Peoples, and European Explorers. Students write about significant events in their subject's life. These events are historically researched but written with the student's interpretation of the events.

Links to Prior Knowledge

1. Students are expected to be able to:
- understand and use the writing process, especially the revising and editing stages;
- organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
- use quotation marks for passages of dialogue;
- use homonyms correctly;
- use correct punctuation and spelling in final drafts.

2. Students have completed or are in the process of studying the Properties of Air and Characteristics of Flight in Science and Technology and the Social Studies units: Canada and Its Trading Partners, Aboriginal Peoples, and European Explorers.

3. Students should have a solid understanding of how to make jot notes and conduct research. They should know how to use a thesaurus and dictionary.

4. Before completing this unit, students should have already experienced and learned the process of writing a narrative.

Considerations

Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgement in tailoring the

teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

The teacher should begin this unit only after students have obtained the knowledge and skills needed to complete the tasks in this unit. Themes in this unit relate specifically to other units: the history of air travel (Properties of Air and Characteristics of Flight) and the contributions of Canadians from various backgrounds to the global community (Canada and Its Trading Partners, Aboriginal Peoples, and European Explorers). Instead of writing a research report, students play the part of a historical figure or prominent Canadian contributor and pretend they are living his/her life. In addition, students write a first-person narrative. This unit only assesses the writing component. Therefore, it is important for students to have already studied the Science and Technology unit and the Social Studies units.

The teacher should remind students to keep their notebooks from Social Studies and Science and Technology for reference. The use of student portfolios provides students with the opportunity to collect, organize, and reflect on their work and their learning over time.

Before beginning this unit, the teacher should find several short stories with which to introduce the literary elements in Subtasks 1 and 2. For Subtask 3, pictures illustrating various characters should be brought by the teacher or by students in advance. For Subtask 4, Exploring Setting, a picture is also needed, along with some travel brochures or magazines. Locate various print materials on explorers, aboriginal peoples, famous Canadians who contributed to the global community, and famous individuals related to flight.

Students should have a learning log file folder, which is referred to as the task booklet in this unit. Students use their task booklets to record jot notes, make checklists, and write a rough draft of their story.

The resources and the list of historical figures or prominent Canadian contributors are only suggestions. Other resources and historical figures can be used based on individual classroom needs.

Students may create a costume for Subtask 7. The teacher should explain this to students in Subtask 1, provide strategies, and subtask materials, if necessary.

The URLs for the websites were verified by the writer prior to publication. Given the frequency with which these designations change, teachers should verify the websites prior to assigning them for student use.

If students are doing research at school on the Internet, the teacher must ensure that the students know and follow school and board policies about Internet use.

The teacher should consult his/her board's policies regarding the use of copyrighted materials. Before reproducing materials for students from printed publications, the teacher must ensure that his/her board has a Cancopy licence and that this licence covers the resources that he/she wishes to use. Before screening videos/films with students, the teacher must ensure that his/her board has obtained the appropriate-public performance videocassette licence from an authorized distributor. Much of the material on the Internet in protected by copyright, which is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

In this unit, there could be many opportunities for enrichment activities (Subtask 7 and any of the writing activities). The teacher may provide these opportunities for individual students in the classroom.

The teacher may wish to see if there are people in the community who would re-enact historical events.

Adaptations

Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

What's Your Story?

Language An Integrated Unit for Grade 6

1 Initial Reading Assessment

As a pre-assessment for this unit, the teacher reads a short story or picture book to students. After reading the story, students create a mind map in their task booklet, where they record with words, pictures, and symbols the story elements. This allows the teacher to assess students' level of understanding with regards to the various literary elements and characteristics of an exemplary example of a story (narrative).

As an introduction to the Culminating Task, the teacher reviews a list of historical figures and prominent Canadians who have made contributions to the global community as discussed in previous Social Studies and Science and Technology units. Students choose a person they find interesting. They will conduct research on this person throughout the unit.

2 Exploring the Literary Elements

The teacher provides a short story at an appropriate text level for each group of students. After reading their story, students discuss the introduction, setting, characters, and plot. Individually, students create a story outline based on the information from their group discussion.

3 Exploring Character

Students choose a photo or picture that depicts a character from a collection in the room, and draft a paragraph about the character. Students imagine what the character is thinking, feeling, and hearing, and how an observer would react to the character.

4 Exploring Setting

The teacher reviews with students the definition of setting and the literary elements that build the story-setting. The teacher then brings in a photograph/picture and describes it in enough detail that students can draw a fairly accurate rendition without seeing the photograph/picture. Students may choose to share their drawings with the class. Then the teacher shows the actual photograph/picture and allows students to compare their artwork to it. Students choose a photograph/picture of a place and write one paragraph describing the setting.

5 Exploring Point of View

Students explore the first person point of view since they will use this technique to complete the Culminating Task. They explore orally and in writing what inanimate objects would say if they could talk.

6 Let's Take a Walk in Their Shoes

Students bring their research resources to class. During this class period, students look through their research books/materials and make notes on the significant events that shaped their historical figure, or on an outstanding Canadian contributor's life. Students should be encouraged to make use of the school library/computer lab, if possible.

7 Historical Talk

Students are divided into groups of three. Each student is given the opportunity to speak to the group about his/her chosen person. Students create a series of questions to guide the speaker in sharing the information.

8 Story Map

Students plan their stories using a story map outline provided by the teacher.

9 First-Person Narrative

Through various media, students encounter real-life people from both the past and present whose exploits, achievements, and contributions have a global significance. Students draft, revise, edit, and publish a first-person narrative in which they take on the persona of a historical figure or outstanding Canadian contributor. The subject chosen is directly linked to the Science and Technology unit: Properties of Air and Characteristics of Flight or the Social Studies units: Canada and Its Trading Partners, Aboriginal Peoples, and European Explorers. Students write about significant events in their subject's life. These events are historically researched but written with the student's interpretation of the events.

What's Your Story?

Language **An Integrated Unit for Grade 6** **80 mins**

Description

As a pre-assessment for this unit, the teacher reads a short story or picture book to students. After reading the story, students create a mind map in their task booklet, where they record with words, pictures, and symbols the story elements. This allows the teacher to assess students' level of understanding with regards to the various literary elements and characteristics of an exemplary example of a story (narrative).

As an introduction to the Culminating Task, the teacher reviews a list of historical figures and prominent Canadians who have made contributions to the global community as discussed in previous Social Studies and Science and Technology units. Students choose a person they find interesting. They will conduct research on this person throughout the unit.

Expectations

6e30 – identify the elements of a story and explain how they relate to each other (e.g., ways in which development of character and plot are interrelated);

6z7 – identify early explorers (e.g., Viking, French, English) who established settlements in Canada and explain the reasons for their exploration (e.g., fishing; fur trade, resulting in the establishment of the Hudson's Bay Company);

6z42 – identify outstanding contributions of Canadians from various backgrounds to the global community through dance, sports, music, literature, art, science, and technology;

6z44 – describe influences Canada has on other countries (e.g., through the arts, technology, sports, literature, media);

Groupings

Students Working Individually
Students Working As A Whole Class
Students Working In Pairs

Teaching / Learning Strategies

Mind Map
Read Aloud
Discussion
Brainstorming
Note-making

Assessment

As students work on their mind maps, the teacher walks around the room and observe what they write/draw. The teacher records how well students demonstrate an understanding of the literary elements through the vocabulary they use or the pictures they draw.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

1. The teacher reads a short story or picture book to the class.

2. After the story is read, students create mind maps (see Notes to Teacher) recording the story with words, pictures, and symbols.

3. As students complete their mind maps, the teacher walks around the class, making anecdotal notes about student understanding of literary elements and the characteristics of a good narrative.

4. The teacher leads a discussion and records their ideas on chart paper, creating a comprehensive list of the characteristics of a narrative.

5. The teacher provides proper terminology and definitions, where necessary.

6. On the board/bulletin board/experience chart paper, definitions of the following words are visible: plot, setting, characters (major and minor), exposition, rising action, climax, resolution, dialogue, and point of view. The teacher prompts students to provide examples of each from the story that was read. These examples are recorded in the proper place to serve as reminders.

7. Students record the definitions in their task booklet, if needed.

Introduction to Culminating Task

1. To help students focus on people who interest them, the teacher gives them a short time to independently imagine that they are going on a trip and can take anyone famous with them. When they have decided on a famous person, they record who the person is and list three reasons why they chose him/her as their companion. When the time is up, students share their list and reasons with a partner. This activity prepares students to think about the type of person who would interest them when choosing a historical figure or an outstanding Canadian contributor.

2. Students brainstorm to complete a chart that briefly notes major situations faced by real-life persons they've studied in their Flight unit or one of their Social Studies units. They may need their notebooks to help them recall some of the individuals they have studied. Their chart should have two columns: (1) Real-Life People and (2) Significant Events that Set Them Apart from Others. The teacher models this process for students with a couple of examples. The teacher uses personal pronouns "I" and "my" and states reasons for using personal pronouns.

The "Significant Event that Sets Them Apart" column states the situations in the first person, as they might have been seen by the characters themselves, e.g., Amelia Earhart: Flying west over the Pacific Ocean. "**My** co-pilot and **I** have never felt so lost and alone." Point out to students the use of the words "**my**" and "**I**" and state the reasons for this structure. This is preparing students for the structure needed when writing a first-person narrative.

3. Once students have had time to complete their chart, the class discusses their responses.

4. The teacher uses this time to add people to the previously-generated lists and reviews some of their accomplishments. Some historical figures and Canadians from various backgrounds who have made outstanding contributions to the global community through dance, sports, music, literature, art, science and technology are listed below. Teachers may add to this list.

FLIGHT

Amelia Earhart
Orville and Wilbur Wright
Joseph and Etienne Montgolfier
Marion Orr
Robert Goddard
Igor Sikorsky
Charles Lindbergh
Chuck Yeager
Louis Bleriot
Richard Byrd
Otto Lilienthal
Roberta Bondar

EXPLORERS

John Cabot
Samuel de Champlain
Jacques Cartier
Erik the Red
Bjarni Herjolfsson
Leif Eiriksson
Thorfinn Karlsefni
Freydis Eiriksdottir
Christopher Columbus
Matthieu da Costa

CANADIAN INFLUENCES

Group of Seven
Emily Carr
Robert Bateman
Dr. Frederick Banting and Charles Best
Dr. Norman Bethune
Joseph-Armand Bombardier
Wayne Gretzky
Susanna Moodie
Catherine Parr Trail
Lydia Trull
Adrienne Clarkson
Barbara Frum
Elvis Stojko
Silken Lauman
Margaret Atwood
Mordecai Richler
John Candy
Michael J. Fox

ABORIGINAL PEOPLES

Louis Riel
Big Bear
Daphne Odjig
Alex Janvier
Big Bear (Plains Cree)
Crowfoot
Molly Brant
Gabriel Dumont
Garakontie
Pauline Johnson
Rev. Peter Jones
Catherine Sutton
Kateri Tekakwitha

5. Next, students choose a historical figure or outstanding Canadian contributor from the list, or suggest an alternative person who fits either category. The teacher instructs students to choose someone whom they find interesting (and about whom a substantial amount of information has been recorded). Later in the unit, they will write a first-person narrative based on that individual, and before Subtask 7, students will gather some books/materials related to their particular individual. The teacher should also tell students that they may choose to create a costume for Subtask 7.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

1. The teacher may provide a photocopy of the definitions and/or a typed list of historical figures or Canadian contributors.

2. If the classroom has a significant number of exceptional students, the teacher may wish to choose a story that every student can have in front of him/her as the teacher reads.

Resources

Chart Paper 1

A typed list of historical figures

Notes to Teacher

1. There are a number of good story and picture books suitable for Grade 6 students. The teacher should ensure the story or book is an exemplary example of the literary elements of a good narrative.

2. A mind map is a visual note-making strategy in which students sketch a central idea and then create tree-like branches of additional information surrounding the central one. Mind maps can display key concepts and relationships but differ from concept maps in that they are much more global in their approach. Mind maps can activate prior knowledge and help students generate ideas for further consideration. They can also facilitate the free flow of ideas and organize ideas in clusters for better understanding. The central element or focus is at the centre of the page. Key words, pictures, and symbols represent ideas and are connected to the central focus with lines. Colours and symbols may be used to help students make associations by providing mnemonic signals for recall

3. For the second component (Introduction to the Culminating Task) where students choose their subject, the teacher might dress as a famous person to capture their attention.

4. In Grade 6, the focus is on male European explorers. The teacher may choose to explain to students why there are no female or non-European explorers identified during the time periods covered. The teacher could do this as a small-group activity with students, generating a list of why this is the case. The teacher should address issues of stereotyping.

5. The teacher encourages students to select, research, and discuss historical figures or outstanding Canadian contributors who represent both genders and a variety of races and cultures. The teacher should keep a record of which historical figure or outstanding Canadian each student plans to research.

6. Students begin to review and gather research materials prior to Subtask 6.

Teacher Reflections

Description

The teacher provides a short story at an appropriate text level for each group of students. After reading their story, students discuss the introduction, setting, characters, and plot. Individually, students create a story outline based on the information from their group discussion.

Expectations

6e30 – identify the elements of a story and explain how they relate to each other (e.g., ways in which development of character and plot are interrelated);

6e39 – use their knowledge of the elements of grammar and the structure of words and sentences to understand what they read;

Groupings

Students Working Individually
Students Working In Small Groups

Teaching / Learning Strategies

Discussion
Guided Reading

Assessment

While students read independently in their guided reading group, the teacher should note reading behaviours of the individual students as she/he quietly asks them to read a short section to him/her independently of the group.

The teacher observes students' knowledge of the characteristics of a narrative during group discussion time and their understanding of story outline when working in their task booklet.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

1. The teacher gives students an appropriate short story to read in their guided reading groups. After reading their story, individually within their guided reading groups, students discuss the following elements using a graphic organizer to guide their discussion and to record their responses in jot note form.

- Main characters (What kind of people are they?)
- Setting (location, time period, atmosphere, and cultural details, e.g., phrases in various languages, food names, character names)
- Plot
- Rising action
- Conflict or problem
- Climax
- Resolution

The teacher meets with each group to discuss their findings.

2. Once students have finished reading the story and discussing the elements, each student writes an outline of the story that was read. The following headings could guide their outline. This is to be done in their task booklet.

a) Setting: Where, When, Atmosphere
b) Cultural Details: (phrases in various languages, food names, character names, etc.)
c) Main Characters and Characteristics
d) Problem or Conflict
e) Events Leading up to the Climax
f) Climax
g) How the Problem or Conflict was Resolved

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

1. The teacher may wish to give students who have learning difficulties a typed sheet with the story outline headings so they can fill in each part.

2. In addition, students could orally describe the story, and the teacher could fill in their story outlines, or the students could work in pairs to complete this task.

Resources

Short Story 1

Notes to Teacher

1. The teacher should have appropriate short stories available for students to read in their guided reading groups.

2. Each group could share information about their story with the class.

Teacher Reflections

Description

Students choose a photo or picture that depicts a character from a collection in the room, and draft a paragraph about the character. Students imagine what the character is thinking, feeling, and hearing, and how an observer would react to the character.

Expectations

6e34 A – identify a writer's perspective or character's motivation;

6e62 – follow up on others' ideas, and recognize the validity of different points of view in group discussions or problem-solving activities;

6e7 • revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;

6e8 A • proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;

Groupings

Students Working Individually
Students Working In Pairs

Teaching / Learning Strategies

Writing Process
Discussion

Assessment

The teacher and students work together to produce a rating scale or rubric which could be used for self-, peer, and teacher assessment.

Assessment Strategies

Observation

Assessment Recording Devices

Rating Scale
Checklist
Rubric

Teaching / Learning

CHARACTER DEVELOPMENT

1. The teacher reviews the stages involved in the writing process with emphasis on the revision and editing stages. All of these stages should be permanently posted in the classroom for reference throughout the year.

2. The teacher chooses a photo and models the activity that students are going to be working on. The following headings are posted (on overhead/chart/chalkboard): Character's Appearance, What the Character is Doing, What the Character is Thinking, What the Character is Feeling, What the Character is Hearing, How an Observer would React to the Character. Students look at the photo and offer suggestions for each of the headings. The teacher records suggestions in jot note form under the appropriate heading. The teacher then models how to create one paragraph using the jot notes. As a shared writing experience, the teacher, with student input, revises and edits the paragraph.

3. Students choose a photo or picture which interests them.

4. Students record the following headings in chart format in their task booklets: Character's Appearance, What the Character Is Doing, What the Character Is Thinking, What the Character Is Feeling, What the Character Is Hearing, How an Observer Would React to the Character. Students record the appropriate information under each heading using jot notes.

5. Students write a paragraph about their character based on their imaginations and the information from their chart.

6. After students have finished their paragraphs, they work with a partner who offers suggestions on how they can improve their writing and incorporate details and information that might be missing or that might add more substance to the paragraph.

The following questions may assist students to reflect on their own writing:
a) Did I tell you what my character looks like and what he/she is doing?
b) Did I let you know what the character is thinking, feeling, and hearing?
c) Did I tell you how other people react to the character?

7. When finished, students revise and edit their paragraphs independently for final publication.

8. The teacher displays the photos on a bulletin board.

9. Students are given the opportunity to read their descriptions and the class tries to match these descriptions with the correct photograph.

10. After the presentations, students hand in their completed paragraphs.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

1. The teacher should give some students more time to complete the writing activity or encourage these students to work in pairs for support.

2. Students who experience difficulty writing may need someone to scribe for them or they could read their paragraph into a tape recorder.

3. Some students may require support to read their paragraph. Other peers or the teacher may choose to do this.

Resources

Picture / Photograph of a character 1

Notes to Teacher

1. The teacher provides a collection of photos/pictures of people in action or in unusual settings. The people in the photos should have expressive faces and be involved in activities students can relate to.

2. In small groups, students could generate their own list of categories for character development. This would allow students to demonstrate reasoning through problem solving.

3. The teacher should encourage partners to give suggestions, which the paragraph writer may or may not add to his/her revised copy.

Teacher Reflections

Description

The teacher reviews with students the definition of setting and the literary elements that build the story-setting. The teacher then brings in a photograph/picture and describes it in enough detail that students can draw a fairly accurate rendition without seeing the photograph/picture. Students may choose to share their drawings with the class. Then the teacher shows the actual photograph/picture and allows students to compare their artwork to it. Students choose a photograph/picture of a place and write one paragraph describing the setting.

Expectations

6e30 A – identify the elements of a story and explain how they relate to each other (e.g., ways in which development of character and plot are interrelated);

6e7 A • revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;

6e8 A • proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;

Groupings

Students Working As A Whole Class
Students Working Individually
Students Working In Pairs

Teaching / Learning Strategies

Visualisation
Writing Process

Assessment

Create a checklist for assessment.

Assessment Strategies

Observation

Assessment Recording Devices

Checklist

Teaching / Learning

DRAWING COMPONENT

1. The teacher reviews with students the definition of setting (i.e., where and when a story takes place).

2. The teacher discusses the various components that contribute to story-setting. Students record these in their task booklets for future reference.
- Location: Where the story takes place
- Time Period: How does this add to the story? (This is very important for their final stories.)
- Atmosphere: How would you describe the atmosphere of the story?
- Cultural Details: In order to make a setting come alive and reflect a particular culture, stories include words, phrases, names, etc., that reflect that culture.
- Point of View: Where are you (the viewer) in relation to the setting?

3. Using each of the stories that students read in Subtask 2, the class discusses story settings in more detail.

4. The teacher then asks students to close their eyes while he/she describes the setting of the picture or photo he/she brought in. Remind students to listen carefully and to envision the setting in their mind's eye so that they can draw a picture of it afterward. The teacher repeats the description.

5. When students have finished their artwork, the teacher displays the actual photograph/picture on the board. Using an overhead to note responses, the teacher asks students for a written description and to identify the words that help create a visual image. The teacher displays finished artwork in the classroom.

WRITING COMPONENT

1. The teacher provides a variety of magazines or travel brochures from which each student chooses a picture of

a setting.

2. Students write a paragraph describing the setting: what they might see, hear, touch, smell, and taste at that place and time.

3. Once students have finished the rough copy of their paragraph, they read it to a partner and take turns asking the following two questions:

a) Does the opening sentence identify the place I am describing?
b) Do my supporting details reflect what I am describing?

4. After receiving feedback, students revise, edit and proofread their work independently.

5. Students then submit the final copy of their paragraph for evaluation.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

1. Students with learning difficulties may need additional time and support to complete their paragraphs.

2. Students who experience difficulty writing may need someone to scribe for them, or they can read their paragraph into a tape recorder.

3. Students who have difficulty with paper/pencil tasks may choose to use a computer, if possible, for word processing.

Resources

- **Pictures of a variety of settings**
- **Magazines or travel brochures**
- **Drawing paper**
- **Crayons**
- **Coloured markers**
- **Coloured pencils**

Notes to Teacher

A checklist could be developed using the following criteria:
- Writer uses detailed descriptions focusing on all the senses;
- Ideas are related and show complexity;
- Vocabulary describes images clearly and precisely, and the description matches with appreciable attention to detail;
- Ideas are organized appropriately and logically.

Teacher Reflections

Description

Students explore the first person point of view since they will use this technique to complete the Culminating Task. They explore orally and in writing what inanimate objects would say if they could talk.

Expectations

6e34 – identify a writer's perspective or character's motivation;

6a51 – demonstrate understanding of ways of sustaining the appropriate voice or character (e.g., through language, gestures, body movements) when speaking or writing in role for different purposes (e.g., to entertain, inform, persuade);

Groupings

Students Working As A Whole Class
Students Working In Pairs

Teaching / Learning Strategies

Brainstorming
Role-playing

Assessment

As students act out their presentations, the teacher makes observations by noting:
- maintenance of first-person perspective;
- cooperation with partner;
- use of voice, gestures facial expressions, body language.

Students could also participate by providing feedback on the presentations.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

1. The teacher explains to students that later in the unit they will be writing a first-person narrative.

2. The teacher reads a story to the class in which the first-person perspective is used. The class discusses the features of this first-person perspective recording key points for future reference.

3. Students work with a partner. Students begin by brainstorming what a water fountain would say if it could talk. What would it say at the beginning, middle, and end of the day? Students share their ideas with the class.

4. Students are then given time to work in pairs to brainstorm various scenarios that could occur at the water fountain.

5. After they have had time to choose a scenario, students draft a monologue, approximately one minute in length. Students are reminded to write in the first person.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Some students may feel more comfortable presenting to a small group as opposed to presenting to the whole class.

Resources

Night Letters Palmyra LoMonaco

Notes to Teacher

Teacher Reflections

Description

Students bring their research resources to class. During this class period, students look through their research books/materials and make notes on the significant events that shaped their historical figure, or on an outstanding Canadian contributor's life. Students should be encouraged to make use of the school library/computer lab, if possible.

Expectations

6e27 • decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Research Process

Assessment

The teacher records how students choose additional resources and their appropriateness. The teacher conferences with students.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

1. Post the following questions on the board/bulletin board/experience chart paper to serve as a guide for students' research. Students record these in their task book for reference:
- Who am I?
- Where did I come from originally?
- Where was I born? When?
- What are some of my positive qualities?
- What could I try to improve?
- What are my greatest accomplishments?
- What motivated me to achieve success?
- Who influenced me in my life? How did they influence me?
- What challenges have I faced? How did I overcome them?
- What important biographical information should I share?

Note:
Aspects of culture and technology must reflect the time period (e.g., luxury items, clothing, personal belongings, length of expedition, etc.).

2. The teacher demonstrates or reviews with students how to locate information (e.g., Table of Contents, Index, bookmark for websites). The teacher reminds students how to create jot notes (as modelled in Subtask 3).

3. Students continue their research.

4. The teacher conferences with students about their range of resources and the content of their jot notes.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

1. The teacher may provide students who have learning difficulties with a handout of the headings rather than have them transcribe them.

2. Parents/guardians or other volunteers may assist students in locating reading and recording information.

Resources

Resource materials on famous individuals

Notes to Teacher

1. A school library or computer lab where research material may be located and used would be very helpful, especially if students are having difficulty locating resources. If students use Internet for their research, the teacher must ensure that they know and follow school and board policies related to Internet use.

2. The teacher may also provide additional material at various levels for students who do not have access to a public library or other resources. In addition, teachers may arrange for extra Internet time, if needed.

Teacher Reflections

Description

Students are divided into groups of three. Each student is given the opportunity to speak to the group about his/her chosen person. Students create a series of questions to guide the speaker in sharing the information.

Expectations

6e62 – follow up on others' ideas, and recognize the validity of different points of view in group discussions or problem-solving activities;

6e61 – use constructive strategies in small-group discussions (e.g., invite other group members to contribute; ask questions to clarify a point; negotiate to find a basis for agreement);

Groupings

Students Working In Small Groups

Teaching / Learning Strategies

Interview
Peer Teaching
Brainstorming

Assessment

While students participate in their discussions, the teacher walks around to assist students to complete their research.

Students could provide feedback to each other (peer assessment) about their presentations. Students could also assess their personal contribution to the group by completing a checklist generated by the teacher.

Assessment Strategies

Self Assessment

Assessment Recording Devices

Checklist

Teaching / Learning

1. The teacher models the kinds of questions students might ask their chosen person. Students brainstorm a list of questions and the teacher records their questions on an overhead/chart/board. Some examples are given below, others are found in Subtask 6.
- What is your name?
- What significant event took place in your life?
- What problems did you encounter?
- What type of environment do you live in?

2. The teacher chooses two other students to model a role play. The teacher is the third person in the role play. The teacher explains the next activity. They sit in a circle and take turns asking each other questions about their chosen character. Each person has their research notes with them to help them answer the questions. Students should respond by using the words that are used in first-person narratives. The teacher and the other two students model this technique. (e.g., Question: How old is your character? Answer: I am 43 years old.) This gives students an opportunity to use their notes and realize how to turn their notes into a story.

3. Students should try to reflect the way their chosen character would have acted and spoken.

4. Students are divided into groups of three and begin the activity.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

ESL/ESD or Special Education students may require more coaching or partnering in order to participate in this activity. They may need time in advance to prepare what they are going to say. For example, they may need to prepare answers to some questions ahead of time.

Resources

Props

Notes to Teacher

1. This activity gives students the opportunity to start linking concepts before writing their narrative.

2. For this activity, students may choose to dress in a costume that their chosen character would have worn. The teacher may provide time for students to create props or bring in some props or costumes for students to use. The teacher must ensure that props are used in a safe and appropriate manner. Review with students safety practices for the school and classroom.

3. Enrichment Activity: Students may wish to plan a monologue based on their character for their classmates.

Teacher Reflections

Description

Students plan their stories using a story map outline provided by the teacher.

Expectations

6e5 • produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Discussion
Story Mapping
Writing Process

Assessment

When students hand in their story maps, the teacher reviews them to ensure that students have planned their stories properly. If students have not completed the story maps properly, the teacher should conference with those students and guide them through the process.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

1. The teacher reviews the characteristics of a narrative, produced in Subtask 1.

2. The teacher explains to students that they will write a first-person narrative based on a historical figure or an outstanding Canadian contributor, using the first-person perspective. The narrator is a character in the story who uses "I" and/or "me" to refer to himself/herself. At this point, the teacher shares a sample story map and explains how he/she went about completing it.

3. The teacher reminds students to use appropriate language and vocabulary that reflects the time period and culture of their chosen person.

4. As a class, students review the story outline created in Subtask 2. After they have done this, they work on their own story map, using the template provided by the teacher.

5. The teacher collects completed story maps and provides feedback to each student for the next stage of writing.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

The teacher may give students more time and support to complete their story map.

Resources

eqao.com

Notes to Teacher

1. The teacher could prepare the sample story map in advance or create it with the class, modelling his/her thinking throughout the creation. If the teacher presents a prepared sample story map, he/she should be prepared to do a think aloud to explain the process (i.e., the one the teacher prepares with students using a historical figure or outstanding Canadian contributor already studied in class).

2. Students use the template for story maps they have used throughout the year.

3. Refer to Grade 6 EQAO testing for writing suggestions (i.e., narratives, planners, etc.)

Teacher Reflections

What's Your Story?

Language An Integrated Unit for Grade 6

Description

Through various media, students encounter real-life people from both the past and present whose exploits, achievements, and contributions have a global significance. Students draft, revise, edit, and publish a first-person narrative in which they take on the persona of a historical figure or outstanding Canadian contributor. The subject chosen is directly linked to the Science and Technology unit: Properties of Air and Characteristics of Flight or the Social Studies units: Canada and Its Trading Partners, Aboriginal Peoples, and European Explorers. Students write about significant events in their subject's life. These events are historically researched but written with the student's interpretation of the events.

Expectations

6e4	• use a variety of sentence types (e.g., questions, statements) and sentence structures (e.g., complex sentences) appropriate for their purposes;
6e5 A	• produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);
6e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
6e7 A	• revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;
6e8	• proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;
6e9 A	• use and spell correctly the vocabulary appropriate for this grade level;
6e17 A	– use a variety of resources (e.g., computer spell check) to confirm spelling of common exceptions to spelling patterns;
6e18	– select words and expressions to create specific effects (e.g., to distinguish speakers in dialogue);
6e19 A	– frequently introduce vocabulary from other subject areas into their writing;
6e14 A	– use verb tenses consistently throughout a piece of writing;
6e27 A	• decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;

Groupings

Students Working Individually
Students Working In Pairs
Students Working As A Whole Class

Teaching / Learning Strategies

Writing Process

Assessment

The teacher assesses the final copy of the first-person narrative using a rubric.

Assessment Strategies

Performance Task

Assessment Recording Devices

Rubric
Anecdotal Record

Teaching / Learning

PART 1

The teacher returns students' story maps with noted observations and guidelines to assist students in writing their actual story. Students review the suggestions, make any changes, and then write their first draft. Students require a fairly large block of time to write their first draft as they will need to consult all of their research notes for this process.

PART 2

1. Upon completion of their first drafts, students meet with a partner.

2. Students read their story to their partner and ask them the following questions (post on chart or chalkboard):
- Does the title and introduction capture your attention?
- Did I describe my characters in detail?
- Did I describe my setting in detail?
- Does my story make sense?
- Were you able to visualize my story as I read it?
- Is my story historically accurate?
- Did I use the first-person throughout my story?
- Did I include enough detail in my plot?

3. Students record their partner's answers/suggestions on a sheet in jot note form.

4. Students then reverse roles and follow the same process.

PART 3
1. Students begin to revise their work. They review their jot notes and decide on which suggestions from their writing partner they would like to incorporate into their writing. Students revise their draft accordingly.

2. The teacher reviews for students what to look for in their writing when they are revising and editing.

3. Students proofread and edit their writing. A checklist could be developed to guide them as they proofread and edit their work.

PART 4
After the revision and editing stages, students begin writing their final copy either by hand or on the computer.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

1. Students with learning difficulties may need more time and support to complete their stories.

2. ESL/ESD and Special Ed students may work with partners who can guide them in various aspects of the writing process.

Resources

First-Person Narrative

First-Person Narrative

Chart Paper

Notes to Teacher

1. Students should complete all aspects of the writing process at school.

2. Students complete the final copy of their stories by hand or on the computer.

3. The teacher may establish partnerships to support students in various stages of the writing process.

4. When students finish their final copy, they could do the following art activity. Students choose a significant event from their chosen historical figure or outstanding Canadian contributor and draw a picture depicting the event.

Teacher Reflections

Appendices

What's Your Story?

Language

Resource List:

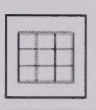
Blackline Masters:

Rubrics:

Unit Expectation List and Expectation Summary:

What's Your Story?

Language An Integrated Unit for Grade 6



Rubric

☐ **First-Person Narrative** **ST 9**
2
Used to assess First-Person Narrative.

☐ **First-Person Narrative** **ST 9**
3
Used to assess First-Person Narrative.

Print

☐ **Canada and Its Trading Partners** **Unit**
Johnson Publications Ltd.
This resource is broken down into three topics. For this particular unit, topic three relates to famous Canadians.

☐ **Canada and Its Trading Partners** **Unit**
Trudie BonBernard
0-919913-69-5
This resource examines Canada's trading partners and Canada's connection to the world through culture.

☐ **Canada Revisited 6: Aboriginal Peoples and European Explorers** **Unit**
Phyllis A. Arnold
0-919913-65-2 Copyright 1999
The first part of the resource examines various native groups. The second part examines early exploration and provides information into the events surrounding each explorer's life.

☐ **Discovering Canada: Native Peoples** **Unit**
Robert Livesey and A.G. Smith
0-7737-5602-7 Copyright 1993
This resource examines who these people were, where they lived, etc.

☐ **Discovering Canada: The Vikings** **Unit**
Robert Livesey and A.G. Smith
0-77375209-9 Copyright 1989
This book explores the life of the Vikings.

☐ **Everything You Need to Know About World History** **Unit**
Anne Zeman and Kate Kelly
0-590-49365-5 Copyright 1995

☐ **Eyewitness Books: Viking** **Unit**
Susan M. Margeson
0-679-86002-9 Copyright 1994
This resource tells the story of the Vikings: their ships and weapons, heroes, games, music, life at home, farming, jewellery, forts, etc.

☐ **Flying Canucks: Famous Canadian Aviators** **Unit**
Peter Pigott
1550172247
This particular book documents the lives of 12 Canadian aviators. These stories give the reader a glance at the lives of some exceptional aviators.

☐ **Narrative Writing** **Unit**
Tara McCarthy
0-590-20937 Copyright 1998
This book is divided into five parts: writing narratives about our own experiences, about other people, about literature, and stories. In addition, it provides reproducibles for composition skills.

☐ **Night Letters** **ST 5**
Palmyra LoMonaco
0-525-45387-3 Copyright 1996
This particular children's book illustrates the first-person perspective.

☐ **Questions and Answers About Explorers** **Unit**
Christopher Maynard
0-590-63251-5 Copyright 1993
This resource examines the many explorers.

☐ **Teaching Literary Elements** **Unit**
Tara McCarthy
0-590-20945-0 Copyright 1997
This book explores the various literary elements and provides easy strategies and activities to help children.

☐ **Teaching Literary Elements with Short Stories** **Unit**
Tara McCarthy
0-439-09843-2 Copyright 2000
This resource examines the various literary elements. Each chapter contains a short story and activities to help students understand the literary elements.

☐ **Tell Me About Explorers and Faraway Places** **Unit**
Christopher Maynard
1-85697-094-9 Copyright 1993
This book contains over 30 questions and answers about explorers.

☐ **The Explorer's Handbook** **Unit**
Marilyn Tolhurst
0-590-12441-2 Copyright 1998
This book examines how to become a fearless adventurer.

☐ **The Great Atlas of Discovery** **Unit**
Neil Grant
0-7710-2859-8 Copyright 1992
A Pictorial Atlas of World Exploration

☐ **The Usborne Book of Explorers from Columbus to Armstrong** **Unit**
Felicity Everett and Struan Reid
0-590-62176-9 Copyright 1991
This book examines in detail the lives and careers of the most famous explorers.

☐ **Writing Sense: A Teacher's Source Book** **Unit**
Gerald Oglan and David Booth
0-7747-0446-2 Copyright 1997
This particular book presents strategies to develop students' skills in writing various genres of writing.

Media

☐ **Amelia Earhart: Queen of the Air** **Unit**
A&E Biography
This video describes her life and accomplishments.

Website

☐ **eqao.com** **ST 8**
http://www.eqao.com
This site is a source for writing suggestions.

☐ **Famous Canadians** **Unit**
http://www.linkstohalton.com
This site examines many famous Canadians.

Material

☐ **A typed list of historical figures** **ST 1**
Students who are identified may need a list of historical figures rather than copying from the board.

☐ **Chart Paper** **ST 1**
1
per class

☐ **Chart Paper** **ST 9**
1
per class

☐ **Coloured markers** **ST 4**

☐ **Coloured pencils** **ST 4**

☐ **Crayons** **ST 4**

☐ **Drawing paper** **ST 4**

☐ **Lined paper** **Unit**
per person
Students need lined paper to write their stories on.

☐ **Magazines or travel brochures** **ST 4**
per person

☐ **Picture / Photograph of a character** **ST 3**
1
per person

☐ **Pictures of a variety of settings** **ST 4**
per class

☐ **Props** **ST 7**
The teacher may wish to bring in some props or costumes for students who did not bring any in.

☐ **Resource materials on famous individuals** **ST 6**

☐ **Short Story** **ST 2**
1
per person
Students need a short story to read in a small group setting.

Other

☐ **Heritage Post: A Newsletter for Teachers** **Unit**
Newsletter-Number 17, 1995/96
This newsletter features articles on Canadian Aviation-Air Pioneers, Bush Pilots, Women who broke barriers, etc.

☐ **Science Material for Flight** **Unit**
Print
Textbooks with material on Flight.

Intentionally blank

There are no Blackline Masters for this unit:

What's Your Story?
Language
Grade 6

Student Name:_____
Date:_____

First-Person Narrative

for use with Subtask 9 : First-Person Narrative
from the Grade 6 Unit: **What's Your Story?**

Expectationsfor this Subtask to Assess with this Rubric:

6e5 • produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);

6e14 – use verb tenses consistently throughout a piece of writing;

6e17 – use a variety of resources (e.g., computer spell check) to confirm spelling of common exceptions to spelling patterns;

6e19 – frequently introduce vocabulary from other subject areas into their writing;

6e27 • decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning **6e5** - complexity of ideas and connection of topic (Historical Narrative) - character development	- the writer uses a few simple ideas - limited character development	- the writer uses a variety of simple and related ideas - some character development	- the writer uses ideas of some complexity - good character development	- the writer uses complex ideas - excellent character development
6e27 - research sources	- information is based primarily on student's personal knowledge	- information is based primarily on student's personal knowledge and single resource	- information is based on student's personal knowledge and a few resources	- the information is based on student's personal knowledge and a variety of resources
Communication **6e5** - using the first-person perspective to write a historical event	- first-person perspective is evident in a limited way - little evidence of accurate subject information	- first-person perspective is used correctly in some situations - some evidence of accurate subject information	- first-person perspective is used correctly most of the time throughout the story - subject information is mostly accurate	- first-person perspective is used correctly throughout the story - clear evidence of accurate subject information

First-Person Narrative

for use with Subtask 9 : First-Person Narrative
from the Grade 6 Unit: **What's Your Story?**

Student Name:_____
Date:_____

Expectationsfor this Subtask to Assess with this Rubric:

6e5 • produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);

6e7 • revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;

6e14 – use verb tenses consistently throughout a piece of writing;

6e17 – use a variety of resources (e.g., computer spell check) to confirm spelling of common exceptions to spelling patterns;

6e19 – frequently introduce vocabulary from other subject areas into their writing;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Organization of ideas 6e5 - grouping information	- story has a limited development of beginning, middle, or end - limited evidence of chronology of events	- story shows some evidence of development of beginning, middle, and end - some evidence of chronology of events with some inaccuracies	- story has a clear beginning, middle, and a logical end - most events are chronologically accurate	- story flows smoothly, progressing logically from the beginning, to middle, to end - all events are chronologically accurate
6e19 - word use and vocabulary development	- limited vocabulary is used with few descriptive words	- some varied vocabulary is used with some descriptive words	- a well-developed vocabulary with good descriptive words	- an extensive vocabulary is used with many descriptive details
Conventions 6e7, 6e14, 6e17 - spelling, grammar, punctuation, and style	- uses a few of the conventions (spelling, punctuation, and grammar) with several errors or omissions	- uses some of the conventions (spelling, punctuation, and grammar) with some errors or omissions	- uses most of the conventions (spelling, punctuation, and grammar) with few minor errors or omissions	- uses all of the conventions (spelling, punctuation, and grammar) with accuracy

What's Your Story?

Language An Integrated Unit for Grade 6

		Selected	Assessed
English Language---Writing			
☐ 6e4	• use a variety of sentence types (e.g., questions, statements) and sentence structures (e.g., complex sentences) appropriate for their purposes;	1	
☐ 6e5	• produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);	1	1
☐ 6e7	• revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;	1	2
☐ 6e8	• proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;	1	2
☐ 6e9	• use and spell correctly the vocabulary appropriate for this grade level;		1
☐ 6e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).	1	
☐ 6e14	– use verb tenses consistently throughout a piece of writing;		1
☐ 6e17	– use a variety of resources (e.g., computer spell check) to confirm spelling of common exceptions to spelling patterns;		1
☐ 6e18	– select words and expressions to create specific effects (e.g., to distinguish speakers in dialogue);	1	
☐ 6e19	– frequently introduce vocabulary from other subject areas into their writing;		1
English Language---Reading			
☐ 6e27	• decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;	1	1
☐ 6e30	– identify the elements of a story and explain how they relate to each other (e.g., ways in which development of character and plot are interrelated);	2	1
☐ 6e34	– identify a writer's perspective or character's motivation;	1	1
☐ 6e39	– use their knowledge of the elements of grammar and the structure of words and sentences to understand what they read;	1	
English Language---Oral and Visual Communication			
☐ 6e61	– use constructive strategies in small-group discussions (e.g., invite other group members to contribute; ask questions to clarify a point; negotiate to find a basis for agreement);	1	
☐ 6e62	– follow up on others' ideas, and recognize the validity of different points of view in group discussions or problem-solving activities;	2	
The Arts---Drama & Dance			
☐ 6a51	– demonstrate understanding of ways of sustaining the appropriate voice or character (e.g., through language, gestures, body movements) when speaking or writing in role for different purposes (e.g., to entertain, inform, persuade);	1	
Social Studies---HC: Aboriginal Peoples and European Explorers			
☐ 6z7	– identify early explorers (e.g., Viking, French, English) who established settlements in Canada and explain the reasons for their exploration (e.g., fishing; fur trade, resulting in the establishment of the Hudson's Bay Company);	1	
Social Studies---CWC: Canada and Its Trading Partners			
☐ 6z42	– identify outstanding contributions of Canadians from various backgrounds to the global community through dance, sports, music, literature, art, science, and technology;	1	
☐ 6z44	– describe influences Canada has on other countries (e.g., through the arts, technology, sports, literature, media);	1	

Expectation Summary

Selected Assessed

What's Your Story?

Language An Integrated Unit for Grade 6

English Language

6e1		6e2		6e3		6e4	1		6e5	1	1	6e6		6e7	1	2	6e8	1	2	6e9		1	6e10	1	
6e11		6e12		6e13		6e14		1	6e15			6e16		6e17		1	6e18	1		6e19		1	6e20		
6e21		6e22		6e23		6e24			6e25			6e26		6e27	1	1	6e28			6e29			6e30	2	1
6e31		6e32		6e33		6e34	1	1	6e35			6e36		6e37			6e38			6e39	1		6e40		
6e41		6e42		6e43		6e44			6e45			6e46		6e47			6e48			6e49			6e50		
6e51		6e52		6e53		6e54			6e55			6e56		6e57			6e58			6e59			6e60		
6e61	1	6e62	2	6e63		6e64			6e65			6e66													

French as a Second Language

6f1		6f2		6f3		6f4			6f5			6f6		6f7			6f8			6f9			6f10		
6f11		6f12		6f13		6f14			6f15			6f16		6f17			6f18								

Mathematics

6m1		6m2		6m3		6m4			6m5			6m6		6m7			6m8			6m9			6m10		
6m11		6m12		6m13		6m14			6m15			6m16		6m17			6m18			6m19			6m20		
6m21		6m22		6m23		6m24			6m25			6m26		6m27			6m28			6m29			6m30		
6m31		6m32		6m33		6m34			6m35			6m36		6m37			6m38			6m39			6m40		
6m41		6m42		6m43		6m44			6m45			6m46		6m47			6m48			6m49			6m50		
6m51		6m52		6m53		6m54			6m55			6m56		6m57			6m58			6m59			6m60		
6m61		6m62		6m63		6m64			6m65			6m66		6m67			6m68			6m69			6m70		
6m71		6m72		6m73		6m74			6m75			6m76		6m77			6m78			6m79			6m80		
6m81		6m82		6m83		6m84			6m85			6m86		6m87			6m88			6m89			6m90		
6m91		6m92		6m93		6m94			6m95			6m96		6m97			6m98			6m99			6m100		
6m101		6m102		6m103		6m104			6m105			6m106		6m107			6m108			6m109			6m110		
6m111		6m112		6m113		6m114			6m115			6m116		6m117			6m118			6m119			6m120		
6m121		6m122		6m123		6m124			6m125																

Science and Technology

6s1		6s2		6s3		6s4			6s5			6s6		6s7			6s8			6s9			6s10		
6s11		6s12		6s13		6s14			6s15			6s16		6s17			6s18			6s19			6s20		
6s21		6s22		6s23		6s24			6s25			6s26		6s27			6s28			6s29			6s30		
6s31		6s32		6s33		6s34			6s35			6s36		6s37			6s38			6s39			6s40		
6s41		6s42		6s43		6s44			6s45			6s46		6s47			6s48			6s49			6s50		
6s51		6s52		6s53		6s54			6s55			6s56		6s57			6s58			6s59			6s60		
6s61		6s62		6s63		6s64			6s65			6s66		6s67			6s68			6s69			6s70		
6s71		6s72		6s73		6s74			6s75			6s76		6s77			6s78			6s79			6s80		
6s81		6s82		6s83		6s84			6s85			6s86		6s87			6s88			6s89			6s90		
6s91		6s92		6s93		6s94			6s95			6s96		6s97			6s98			6s99			6s100		
6s101		6s102		6s103		6s104			6s105			6s106		6s107			6s108			6s109			6s110		
6s111		6s112		6s113		6s114			6s115			6s116		6s117			6s118			6s119			6s120		
6s121		6s122		6s123		6s124																			

Social Studies

6z1		6z2		6z3		6z4			6z5			6z6		6z7	1		6z8			6z9			6z10		
6z11		6z12		6z13		6z14			6z15			6z16		6z17			6z18			6z19			6z20		
6z21		6z22		6z23		6z24			6z25			6z26		6z27			6z28			6z29			6z30		
6z31		6z32		6z33		6z34			6z35			6z36		6z37			6z38			6z39			6z40		
6z41		6z42	1	6z43		6z44	1		6z45			6z46		6z47			6z48								

Health & Physical Education

6p1		6p2		6p3		6p4			6p5			6p6		6p7			6p8			6p9			6p10		
6p11		6p12		6p13		6p14			6p15			6p16		6p17			6p18			6p19			6p20		
6p21		6p22		6p23		6p24			6p25			6p26		6p27			6p28			6p29			6p30		
6p31		6p32		6p33		6p34																			

The Arts

6a1		6a2		6a3		6a4			6a5			6a6		6a7			6a8			6a9			6a10		
6a11		6a12		6a13		6a14			6a15			6a16		6a17			6a18			6a19			6a20		
6a21		6a22		6a23		6a24			6a25			6a26		6a27			6a28			6a29			6a30		
6a31		6a32		6a33		6a34			6a35			6a36		6a37			6a38			6a39			6a40		
6a41		6a42		6a43		6a44			6a45			6a46		6a47			6a48			6a49			6a50		
6a51	1	6a52		6a53		6a54			6a55			6a56		6a57			6a58			6a59			6a60		
6a61		6a62		6a63		6a64			6a65			6a66		6a67			6a68			6a69			6a70		
6a71																									

What's Your Story?

Language **An Integrated Unit for Grade 6**

Analysis Of Unit Components

9 Subtasks
30 Expectations
39 Resources
62 Strategies & Groupings

-- Unique Expectations --
16 Language Expectations
1 Arts Expectations
3 Social Studies Expectations

Resource Types

2 Rubrics
0 Blackline Masters
0 Licensed Software
18 Print Resources
1 Media Resources
2 Websites
14 Material Resources
0 Equipment / Manipulatives
0 Sample Graphics
2 Other Resources
0 Parent / Community
0 Companion Bookmarks

Groupings

6 Students Working As A Whole Class
5 Students Working In Pairs
2 Students Working In Small Groups
7 Students Working Individually

Assessment Recording Devices

6 Anecdotal Record
3 Checklist
1 Rating Scale
2 Rubric

Teaching / Learning Strategies

3 Brainstorming
4 Discussion
1 Guided Reading
1 Interview
1 Mind Map
1 Note-making
1 Peer Teaching
1 Read Aloud
1 Research Process
1 Role-playing
1 Story Mapping
1 Visualisation
4 Writing Process

Assessment Strategies

7 Observation
1 Performance Task
1 Self Assessment